ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001144	N.A.	N.A.	

4. AUTHOR(S):
The Board of Public Education, Pittsburgh, Pennsylvania

5. TITLE OF DOCUMENT ABSTRACTED:
Course of Study in Secondary Reading: A Supplement to the Course of Study in English, Grades 7-12

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Board of Public Education
ST. Pittsburgh,
CITY, STATE Pennsylvania

9. PUBLISHER OR SOURCE
The Board of Public Education
Pittsburgh, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Jan '64	59

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Curriculum Guide

16. INDEXING TERMS (6-12)

Language Arts	Literature	Secondary Schools		
Curriculum	Student Testing			
Reading	Teaching Materials			

17. ABSTRACT (MAX. 250 WORDS)

The developmental reading in grades 7 through 12 was presented, giving procedure and techniques, reading materials, basic skills, enrichment, lesson plans, and a bibliography of recommended reading.

Basic skills cited were: phonetic and structural analysis, comprehension, location skills, vocabulary and enrichment. Evaluation, organizing and appraising material in silent and oral reading were stressed.

Observable clues to poor reading are: eye movements, lip and throat movements, head movement, position of the book, tensions such as gritting teeth and squirming, and low interest. Nine comparisons are shown between efficient and inefficient readers. Following this is a list of resource materials including books, workbooks, mechanical devices, testing materials, films, and filmstrips.

A diagromatic plan of a reading laboratory is given. Two units of study, "Efficient Reading" and "Speed, Power and Proficient Reading," are outlined.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

2

ERIC Form

75-D.841 Es/2

Lab

COURSE OF STUDY
IN SECONDARY READING

A Supplement to the
Course of Study in English, Grades 7-12

THE BOARD OF PUBLIC EDUCATION

Pittsburgh, Pennsylvania

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COURSE OF STUDY

IN SECONDARY READING

A Supplement to the

Course of Study in English, Grades 7-12

Division of Curriculum Development and Research

THE BOARD OF PUBLIC EDUCATION

Sidney P. Marland, Jr., Superintendent

PITTSBURGH, PENNSYLVANIA

January 1964

Educational Materials Laboratory
Office of Education
MAY 1965
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FOREWORD

"Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant, and entertaining." Aldous Huxley

This course of study is designed to carry every student forward to higher levels of competency that he might "magnify," "multiply," and "make his life full, significant, and entertaining." From the developmental reading program in the seventh and eighth grades the pupil enters the efficient reading unit in the tenth grade and then, depending upon his abilities, to the speed, power, and proficient reading course in the twelfth grade. In this outline there is no provision for formal instruction in ninth and eleventh grades, but the Secondary Reading Materials Guide in the Concomitant Materials section (see colored pages) indicates the use of books and mechanical devices for all grades.

The committee believes that growth in reading is continuous, that a student must start at his present level of ability, and that reading is a tool for all subject areas. We have tried to enhance the many skills involved in the reading process and have included a variety of techniques to accomplish this. Every effort has been made to provide a course of study which is both practical and usable. Part one is the developmental reading for seventh and eighth grades. Part two is concomitant materials shared by all the courses. This section has been printed on colored paper for ready reference. Part three is the senior high school program made up of efficient reading and speed, power, proficient reading.

We realize that all schools in the Pittsburgh system do not have the same materials and equipment and that no one school has a complete supply of basic materials at this time. We know there are many administrative problems involved. These programs, however, are flexible and so constructed that they may be started immediately with whatever facilities are available. The course of study is long range in scope and dimension, anticipating that day in the not-too-distant future when a secondary reading program may be fully implemented and operating city-wide.

The educational world is increasingly aware of the urgency and importance of improving the reading proficiency of students. We feel that it is our obligation to provide the citizens of the space age with this fundamental tool of communication. We hope this course of study makes a contribution to that end.

DEVELOPMENTAL READING IN SEVENTH AND EIGHTH GRADES

Course

The seventh and eighth grades are usually scheduled two periods a week in reading.

Aim

The aim is to develop better readers through the improvement in basic skills, habits, and attitudes.

The teacher

The reading teacher should be especially trained for this work. One such teacher should be available in each secondary situation.

Objectives

Reading classes are set up to train the child to get meaning from the printed page. Developmental reading objectives are:

1. To enrich pupils' experiences and develop concepts
2. To develop effective word-attack skills and build vocabulary
3. To improve and extend comprehension of printed material
4. To provide opportunities for pupil interpretation and expression
5. To teach effective oral and silent reading
6. To develop increased rates of reading
7. To instill adequate study habits
8. To teach effective use of research and reference materials
9. To encourage leisure-time reading
10. To provide experience for becoming more mature readers with ability to evaluate and appreciate good literature

Instruction levels

Developmental reading classes may be divided into three groups, determined by reading level. Groups will read from textbooks designed for the three levels.

Level 1 - Child reads above grade level.

Level 2 - Child reads at grade level.

Level 3 - Child reads below grade level.

Grade expectancy must be considered. See Concomitant Materials, section V (colored pages).

Procedure and Techniques

Reading classes aim to develop efficient and independent readers. To this end, the teacher needs to find the level of achievement and areas of deficiencies for each pupil so that each child can work at his level with materials that he can handle. The following procedure, techniques, and materials are suggested.

Procedure	Techniques
A. Set goals.	Pupils should help set the goals for reading. What are we going to learn to do this year? What skills can we improve?
B. Explain schedule for developmental reading.	Introduce the school, the room, and yourself to new seventh-graders in a junior high school situation. Let eighth-graders review the seventh grade reading.
C. Survey material to be used: readers, workbooks, *SRA Reading Laboratory*, and machines.	If possible have all the materials attractively displayed. Arouse interest in the first material to be read with a picture, a phrase from the story, or just an unusual word.
D. Identify pupils' weaknesses and reading levels.	See Concomitant Materials I, II, and III.
1. Get available reading scores.	The scores of the Metropolitan Achievement Tests will give information.
2. Administer a test to below grade level pupils.	Developmental Silent Reading Diagnostic Test by Bond, Clymer and Hoyt is recommended.
3. Discover oral reading ability	Good and poor readers can be identified quickly with a round-the-class reading lesson. Each child reads a sentence or two. See Concomitant Materials I.
4. Administer *SRA Reading Laboratory* test where laboratory is to be used.	This test is short and will place the child about a year below his reading level. (Eighth-grade pupils may have

Procedure	Techniques
	a SRA record book, which will indicate the level reached in seventh grade.)
E. Organize classes according to reading level	
1. When there are two or three reading levels within a class, divide into groups and use the texts suitable for each group. (See reading materials beginning below.)	Follow the teacher's manuals very closely. (See sample plan for seventh grade on "Taming a Moving Mountain.")
2. When there is only one group, use the suitable text and work with entire group.	(See sample plan for eighth grade on "Hockey Hurricane.")

Reading Materials

The following materials are used in reading classes. *Parades*, *More Parades*, *Panoramas*, and *More Panoramas* are in all schools.

Seventh Grade

Materials*	Reading Levels
A Call to Adventure (Classmate Edition, Grades 4-5)	3
Skill Development Books for A Call to Adventure (Classmate Edition)	
A Call to Adventure (Regular Edition, Grade 7)	2
Skill Development Books for A Call to Adventure (Regular Edition)	
Parades	2 and 1
More Parades	1
Reading With Purpose	2
Teen-Age Tales, Books A and B	3
Let's Read, New Series, Book 3	3

*For complete information about these books, see the Lists of Resource Materials on page 29.

Supplementary Readers

Materials	Reading Levels
Interesting Reading Series	3
King Arthur and His Knights	3
The Robin Hood Stories	3

Workbooks

Reader's Digest Reading Skill Builder, Book 4, Parts 1 and 2	3
Reading for Meaning, Book 4	3
Basic Reading Skills for Junior High School Use	3 and 2
SRA Reading Laboratory IIIa	1, 2, and 3
Phonics We Use, Book E	3

Manuals

Teacher's Edition for *Parades*

Teacher's Edition for *More Parades*

Bond Plan Manual for use with *A Call to Adventure* and *Skill Development Book for A Call to Adventure*

Teacher's Guide for *Reading With Purpose*

Teacher's Manual for *Teen-Age Tales*, Book A

Teacher's Manual for *Teen-Age Tales*, Book B

Teacher's Edition for *Phonics We Use*, Book E

Teacher's Edition, *Reader's Digest Reading Skill Builder*, Book 4, Parts 1 and 2

Teacher's Manual for *Let's Read*, New Series, Book 3

Teacher's Handbook for *SRA Reading Laboratory*, Secondary Edition, Laboratory IIIa

Eighth Grade

Deeds of Men, Regular Edition	2
Deeds of Men, Classmate Edition	3

Materials	Reading Levels
Panoramas	2 and 1
More Panoramas	2
Reading for Significance	3
Teen-Age Tales, Books 1, 2, and 3	3
Supplementary Readers	
Simon Bolivar	3
Workbooks	
Reader's Digest Reading Skill Builder, Book 5, Parts 1 and 2	3
Reading for Meaning, Book 5	3
Basic Reading Skills for Junior High School Use	3 and 2
SRA Reading Laboratory IIIa (Multiple level materials)	1, 2, and 3
Phonics We Use, Book F	3

Manuals

Teacher's Edition for *Panoramas*

Teacher's Edition for *More Panoramas*

Bond Plan Manual for use with *Deeds of Men* and *Skill Development Book for Deeds of Men*

Teacher's Guide for *Reading for Significance*

Teacher's Manual for *Teen-Age Tales*, Book 1

Teacher's Manual for *Teen-Age Tales*, Book 2

Teacher's Manual for *Teen-Age Tales*, Book 3

Teacher's Edition, *Reader's Digest Reading Skill Builder*, Book 5, Parts 1 and 2

Teacher's Handbook for *SRA Reading Laboratory*, Secondary Edition, Laboratory IIIa

Teacher's Manual for *Phonetics We Use*, Book F

Recommended Reading Materials for Seventh and Eighth Grade*

It is recommended that additional materials be available in the appropriate grade and level. *Call to Adventure*, seventh grade, *Deeds of Men*, eighth grade, Lyons and Carnahan, should be supplied to each teacher in two sets, classmate and regular editions, because they present the same story on two levels of reading difficulty.

The teacher should have supplementary material selected from the following list.

Seventh Grade

Material	Level
A Call to Adventure, Classmate Edition	3
A Call to Adventure, Regular Edition	2
Teen-Age Tales, Book C	2
Adventure Bound	1
New Horizons Through Reading and Literature, Book One	1
Prose and Poetry Journeys	2
Your Reading Guide, Book One	1
SRA Reading Laboratory, IIc and *IIIb*, and Teacher's Handbook	1, 2, 3
Developmental Silent Reading Diagnostic Test	

Eighth Grade

Deeds of Men, Classmate Edition	3
Deeds of Men, Regular Edition	2
Worlds of People	2
New Horizons Through Reading and Literature, Book Two	2
Prose and Poetry Adventures	2
Journeys Into America	1
The Everyreader Series	
Ivanhoe	3
Men of Iron	3
SRA Reading Laboratories, IIc and *IIIb*	1, 2, 3
Your Reading Guide, Book Two	1

*For more complete information, see Bibliography of Recommended Reading Materials on page 22.

Basic Skills

The basic skills which are listed - word attack, comprehension, and interpretation - are part of each reading lesson. These are the means by which the student becomes a more efficient and independent reader. The teacher begins instruction in these skills where weaknesses have been indicated by testing and by observation.

I. Basic word attack skills

Skill	Technique
A. Phonetic analysis	
1. Consonants	List a half dozen or more words on the board which begin with the same consonant, blend, or digraph. Have pupils pronounce the words and note that they all begin alike and all sound alike. Then have pupils give additional words that begin with the same sound. Occasionally review the procedure using different words. (See *Basic Reading Skills for Junior High School Use*, pages 32-35.)
a. Single consonant sounds (1) Hard (c and g) (2) Soft (c and g) b. Consonant blends (1) Initial (<u>fly</u>, <u>bring</u>, <u>splash</u>) (2) Medial (im<u>pr</u>ove dis<u>tr</u>ust) (3) Final (scri<u>pt</u>) c. Consonant digraphs (<u>sh</u>ip, <u>ch</u>urch)	
2. Vowel sounds and rules	Have pupils memorize the vowel rules. At intervals drill on the use of the rules as an aid to the vowel sound when pronouncing a strange word or syllable. (See *Basic Reading Skills for Junior High School Use*, pages 37-40, 54.)
a. Short sounds and long sounds (1) A vowel is usually short when it is the only vowel in a syllable and followed by a consonant (cat, cup). (2) A vowel is usually long when it is the only vowel in a syllable and comes at the end (he, she). (3) When two vowels come together, the first one is long and the second one is silent (sea, beat). (4) A silent final "e" in a syllable makes the vowel within the syllable long (take, relate).	

Skill	Technique
b. The schwa sound	Teach the schwa sound, which comes in unaccented syllables and represents all vowel letters. (See *Basic Reading Skills for Junior High School Use*, pages 59, 60.)
B. Structural analysis	Illustrate at the board the procedure of taking suffixes, prefixes, or endings from words to get the root word. Teach pupils that if the root word then cannot be pronounced to use the syllable and vowel rules as an aid to pronunciation. (See *Basic Reading Skills for Junior High School Use*, pages 13-18.)
1. Root words	
2. Prefixes	
3. Suffixes	
4. Endings (s, es, ed, ies, er, est, ly)	
5. Compound and derived words	
6. Syllabication rules	Have pupils memorize the syllabication rules. Give much practice in taking words apart by syllables. (See *Basic Reading Skills for Junior High School Use*, pages 54-62)
a. When two consonants come between two vowels, separate the word between the two consonants (ac'cent).	
b. When one consonant comes between two vowels, separate the word before the consonant (re'cent).	
c. When a word ends in "le," the consonant before the "le" begins the last syllable (ta'ble).	
7. Accent	See *Basic Reading Skills for Junior High School Use*, pages 59-61, for accented and unaccented syllables.
a. Auditory clues - ability to listen for accented and unaccented syllables	
b. Visual clues - vowel-consonant patterns that furnish clues to accent	
c. Functional clues - use as noun or verb (pro' ject, noun; project', verb)	Illustrate to pupils that pronunciation of some words is determined by use in the sentence. For example 1. John brought a strange ob'ject to school. 2. We object' to too much noise.

Skill	Technique
8. Verbal context a. Pronunciation of a word b. Meaning of a word	By using sentences from stories read and by board examples, teach pupils to use the context to arrive at the pronunciation and/or meaning of a word, e.g., Mother took her <u>umbrella</u> because it was raining.
9. Dictionary usage	
a. Alphabetical order	Provide practice in putting words in alphabetical order.
b. Guide words	Provide a list of words after which pupils are to place the guide words from the dictionary.
c. Spelling	
d. Pronunciation (1) Diacritical marks (2) Accent (a) Primary (b) Secondary (3) Differentiation according to use as a noun or verb (ob' ject, object') (4) Preferred pronunciation (5) Syllabication	Provide practice in using the various keys in determining the pronunciation of words. Use spelling or lists from other subject areas.
e. Parts of speech	
f. Word meanings	Underline a word in the sentence. Have pupils rewrite the sentence using the definition in place of the underlined word. (See *Basic Reading Skills for Junior High School Use*, pages 114-115.)
g. Synonyms and antonyms	Provide practice in writing synonyms and/or antonyms from a given list of words. (See *Basic Reading Skills for Junior High School Use*, pages 109-115.)
h. Etymology	

NOTE: To develop the above word attack skills, refer also to Index of Skills found on the pages indicated in the <u>teacher's editions</u> of the following textbooks:

Parades, pages 158-160
More Parades, pages 125-127
Panoramas, pages 141-143
More Panoramas, pages 125-127

II. Comprehension skills

Specific Skills	Techniques
A. Development of comprehension	
1. Word recognition	Review previously presented vocabulary at intervals and introduce new vocabulary words for a new story.
2. Visualizing	Teach phrase reading: The wildcat/crept slowly/along the ledge. Teach phrase meanings: The buffalo herds were pounding over the plains.
3. Understanding sentence meanings (sentence sense)	Teach sentence meaning: 1. The children who had not finished their dinner were not permitted to leave the table. (The who clause tells which children.) 2. The humidifier, a device for adding moisture to the air, was not working. (The appositive defines humidifier.)
4. Understanding the central theme of a paragraph and the relationship of the topic sentence to the paragraph	Teach paragraph meaning by having pupils skim to find a paragraph which gives certain information; by having pupils read a specific paragraph and give it a title; by having pupils give the main idea of a paragraph and the details to prove it.
B. Location skills	Teach the use of the title page, table of contents, and index as aids to locating needed information within a book. Teach the use of the preface as an introduction to a book. Go through a preface and analyze. Teach the uses of the glossary and the bibliography.
1. Use of texts a. Title page b. Table of contents c. Index d. Preface e. Glossary f. Bibliography	

Specific Skills	Techniques
2. Use of source material a. Dictionary b. Encyclopedia c. A world atlas d. A gazetteer e. *Readers' Guide to Periodical Literature* f. *Who's Who* g. *World Almanac* h. Other references	Through class and library instruction teach all the facets necessary for adequate use of the source materials listed in the outline, e.g., *World Almanac*, up-to-date facts concerning population, agriculture, commerce, personalities.
C. Ability to follow directions	By using paragraphs that give directions, teach pupils to read and follow the directions. Give practice in following directions both in writing and listening.
D. Organizational skills 1. Outlining of reading materials 2. Summarization of reading materials	Teach the proper methods of outlining, taking notes, and summarizing. Use the library to give practice in developing organizational skills. Teach pupils to outline mentally as they read.
E. Vocabulary skills 1. Word origins, growth, and change 2. Figurative language 3. Connotations 4. Denotations 5. Synonyms, antonyms, homonyms, heteronyms, and homographs 6. Rhythm 7. Enrichment	Depending on the level, teach the vocabulary skill appropriate to the selection being read and to the needs of the group. Anticipate word difficulties and present them before silent reading. Use phonetic and structural skills if necessary. Teach all items in the outline as aids in comprehending written material.
F. Enrichment of concepts 1. Reading for information 2. Reading for evaluation a. Analytical	Use class discussion and oral and written techniques to develop concepts. Approach reading for information through the use of nonfiction materials. In addition to texts, use newspapers and magazines in reading for evaluation. Help the

Specific Skills	Techniques
b. Critical	pupil understand the elements of a story, i.e., theme, plot, setting, characterization, author's style. Promote creativeness by plays, skits, and poetry.
3. Reading for pleasure	
4. Reading for creativeness	

NOTE: To develop the above comprehension skills refer to the teacher's edition of *Basic Reading Skills for Junior High School Use* and to Index of Skills found on the pages indicated in the teacher's edition of the following textbooks:

Parades, pages 158-160
More Parades, pages 125-127
Panoramas, pages 141-143
More Panoramas, pages 125-127

III. Interpretive skills

Specific Skills	Techniques
A. Evaluating	
1. Judging the importance of statements in selecting material for reports	Use reference materials for teaching pupils to judge the importance of statements in relation to a specific topic.
2. Perceiving an author's style and purpose	Use class discussion to perceive an author's style and purpose, e.g., Is dialogue used mainly? Is the story told in the first person? Is the author trying to instruct or entertain?
3. Analyzing in depth a story or book for situation and/or character	Center class discussion around such questions as, What events in the story make this character act the way he does? Why is one character different from another? In his speech or actions, what does this character reveal about himself? What would you have done if you had been in this character's place?

Specific Skills	Techniques
4. Recognizing sincerity and accuracy in all communication	Through the use of nonfiction materials, pupils should be taught to evaluate for propaganda, bias, or prejudice.
5. Discerning the distinctions in word usage a. Vocabulary of a story b. Pronunciation and enunciation c. Figurative language	Pupils should be encouraged to keep a vocabulary notebook for vocabulary enrichment.
B. Organizing	
1. Finding the main idea of a paragraph	Use material, both fiction and nonfiction, in giving pupils practice in selecting the main ideas and details of paragraphs.
2. Finding details to support the main idea of a paragraph	
3. Finding the main idea of a story	
4. Finding the genral details to support the main idea of a story	
5. Taking notes on material read a. Selecting main ideas b. Selecting important details	Teach pupils that taking notes and making outlines and summaries are valuable aids in organization and retention of material read.
6. Making outlines a. Topic outline b. Sentence outline	
7. Making a brief summary	

Specific Skills	Techniques
C. Appraising materials read	
1. Personal reactions to materials	Initiate discussion of pupil reaction. Use questions, such as, How did this selection make you feel? Did you like or dislike anything or anyone in this selection? Was the selection of an emotional or factual nature or both?
2. Nature of material a. Emotional b. Factual	
3. Awareness that sufficient evidence is needed to arrive at a conclusion	Practice drawing conclusions on basis of insufficient reading and of ample reading.
4. Reading between the lines	Teach pupils to discover implied meanings rather than to take statements literally.

NOTE: To develop the above interpretative skills, refer to the teacher's edition of *Basic Reading Skills for Junior High School Use* and to Index of Skills in the teacher's edition of the following textbooks:

Parades, pages 158-160
More Parades, pages 125-127
Panoramas, pages 141-143
More Panoramas, pages 125-127

Oral Reading

Oral reading has a place in reading instruction when it serves some specific purpose.

Purposes	Techniques
1. To gain or give information	Read directions, announcements, and instruction. (Use any school material.) Read parts of text material to prove or disprove a point. Read reports to class.

Purposes	Techniques
2. To appreciate a. Beautiful writing b. Imagery (1) Figurative language (2) Word choice	Choral reading of prose or poetry. Individual reading.
3. To interpret a. Idiomatic expressions b. Figurative language c. Difficult material	Select a quotation from a story and read it in several ways: sadly, jokingly, seriously. Read a selection to show that certain expressions are subordinate to others. Notice how punctuation marks determine meaning.
4. To give the teacher information about the pupils	Listen for faulty word attack. (See basic list of skills.) Watch for evidence of poor vision. Try to determine whether emotional block causes 1. Refusal to read 2. Stuttering 3. Reversals 4. Perspiring 5. Hesitancy

Enrichment

Pupils at all reading levels should be exposed to various enrichment ideas for continued growth in the reading process. The teacher will need to extend and adapt the techniques suggested to meet the needs and the abilities of the pupils.

Ideas	Techniques
1. Reading rate	Emphasis should always be on comprehension, but there should be an attempt to increase reading rate at all levels. See Concomitant Material, Section IVb The SRA Reading Laboratory Rate Builders are planned to develop speed.

Ideas	Techniques
	Reading can be timed and words counted. Pupils should try to increase speed with each timing. Occasionally a comprehension check should be made. Only easy reading material for each group level should be used.
2. Listening skills	Read paragraphs to pupils and have them listen for main points and details.
	Have pupils listen for facts and/or opinions in an article read to them. The newspaper may be used effectively here.
	Have pupils listen to a report or a discussion and ask questions to gain information, clarify, or challenge statements.
3. Appreciation of literature	Lead pupils to appreciate the values of literature through discussions of stories and books that they have read.
	Lead pupils to see that the characters may have the same dispositions, emotions, and conflicts as they, or people they know, have.
	Lead pupils to look for various facts that are present in fiction materials. Lead pupils to enjoy literature.
4. Audio-visual materials	To enrich a story, novel, or drama, secure audio-visual materials from every possible source.
5. Retention skills	One of the most important factors in remembering is to have an interest in the material. This interest must be motivated by the teacher through visual aids and group discussion previous to reading. Give thought-provoking questions to guide the reader. Give pupils mental training in selecting, evaluating, and outlining materials as they read. This

Ideas	Techniques
	can be done by having pupils read a paragraph or two (fiction or nonfiction). Put the material aside; discuss main ideas and details, or evaluate what was read.
6. Creative skills	Pupils enjoy writing and dramatizing short skits, stories, poems, and plays. Such activities can be expanded from the classroom to an assembly or community program.
7. Individual activities	According to their interests, individual pupils may extend their reading about a person, place, or thing. Have individuals or small groups make small drawings, maps, or dioramas to illustrate persons, places, or things from a story, novel, or unit read.
8. Field trips	Motivate a unit in reading by taking pupils on a field trip appropriate to the unit. A field trip may also be taken at the end of a reading unit to supplement what has been read.

Sample Lesson Plans

The sample lesson plans and unit which follow are procedures which can be adapted to ability levels in either grade.

A. For Three Groups in the Seventh Grade

Group I

Text: *Parades*

Story: "The Great Treaty" (pages 58-62)

This is the second story in Unit 2, Our Yesterdays. The detailed plan for this story is on pages 59-63 in the teacher's edition of *Parades*. The materials which have

Groups II and III

Text: Regular and classmate editions of *A Call to Adventure*

Story: "Taming a Moving Mountain" (pages 60-76)

This is the first story in Unit 2, Looking Around Us. The detailed plan for this story is on pages 46-60 in the teacher's edition of *A Call to Adventure*.

Group I

been suggested for the whole unit are on pages 56-57. Bulletin board displays and all types of visuals are very important. Books which are related to the subject are available through the library.

Teacher Works With Group

1. Motivate
   a. Discuss the meaning of the word "treaty." Use the dictionary.
   b. Anticipate other vocabulary needs within the story.
   c. Briefly discuss English settlements in America.

Pupils Work Independently

2. Assigned question for silent reading: How and why did Penn and the Indians make a treaty?

Teacher Works With Group

3. Discussion
   a. Fears and hopes of man in 1680
   b. Penn's influence
      (1) How do we realize Penn's character?
      (2) Find the clues to his character and ability as a leader and read aloud.

Groups II and III

Pupils Work Independently

1. Developing skills and abilities
   a. Extensiveness of word meaning
      (1) Lead pupils to understand that words have more than one meaning, e.g., yard: a yard of cloth, the yard of a house.
      (2) From a list of words on the board, or from pupils own selections, have them write original sentences illustrating the various meanings of a word.
   b. Page 51, teacher's edition - Have pupils do the exercise "Meeting the New Words."

Teacher Works With Group

2. Motivation
   a. Page 50, teacher's edition, discuss the items under "Before you Read."
   b. Orally check the previous assignment on word meanings.

Pupils Work Independently

3. Assigned questions for silent reading.
   a. Why did the tunnel-stiffs work to do the impossible?
   b. What was their best reward?

Group I

(3) Show how his belief in freedom and equality was translated into action.
(4) Re-enact the occasion and read aloud Penn's word.

c. Significance of the "Great Treaty"

Groups II and III

Pupils Work Independently

4. Understand cause of change and growth in language - see page 60, teacher's edition.

a. Realize that new situation called for new words.
b. Look for words that we borrowed from the Indians. (Mississippi, Ohio, tomato, pemmican)
c. Note use of compound words and that some are written as one word (steamboat), as two words (council fire), as hyphenated words (merry-go-round).
d. Realize language grows through borrowing words from other languages (coupe, piano, lariat) and by making new words from old (peace pipe, textbook).

5. Use the key for pronunciation. See page 6, teacher's edition.

a. Use Glossary, page 228.
b. Use Glossary with a pronunciation key which has not been used previously.
c. Practice pronunciation.
d. Learn that symbol and sound are consistent in a given pronunciation system.
e. Learn that we usually Anglicize pronunciation and spelling of words we borrow from other languages. (chauffeur)

6. Comprehend word meanings.

Teacher Works With Group

4. Discussion - see page 59 in teacher's edition.

Group I	Groups II and III
a. Answer questions, page 62 in the teacher's edition of *Parades*. b. Respond to questions and develop meaning of italicized words. c. Use these words in sentences.	
7. *Think-and-Do Book* to accompany *Parades*, pages 20, 21, and 22.	**Pupils Work Independently**
8. Extend interests[1]	5. Extend interests[1]
a. Compare West's scene with the illustration in the book. b. Encourage students to search for other pictures of the time. c. Read literature which presents the Indian point of view. (*Book of Americans*,[2] Benét).	a. Make a drawing of a plan for a new tunnel. b. Read and report on some famous engineers. c. Read and report on water conservation.

B. Sample Lesson Plan for Top Level in Eighth Grade

Text: *Panoramas*

Story: "Hockey Hurricane" (pages 6-12)

This is the first story in Unit I, Everyday Experience. The detailed plan for this story is on pages 19-22 in the teacher's edition of *Panoramas*. The materials for the whole unit are to be found on pages 18-19.

1. Motivate

   a. Anticipate vocabulary. Put words on the board and use in sentences.
   b. Discuss the skills and problems involved in playing hockey.
   c. Discuss the "grandstand player."

2. Assign questions for silent reading.

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[1]NOTE: The class as a whole should share in the extension of interests of both groups. If the teacher wishes to spend more time with one group in developing comprehension, skills, or abilities, the other two groups should do free reading or work with the *SRA Reading Laboratory*.

[2]Rosemary Benét and Stephen Benét, *Book of Americans*. New York, Holt, Rinehart and Winston, Inc., 1933

a. How did a group of boys in the story work out the problem of a grandstand player?
b. What kind of a person is likely to be a grandstand player? Consider Danny's character.

3. Discuss the story. Use page 20 in the teacher's edition and the teacher's own approach.

4. Develop skills and abilities.

a. Recognize emotional reactions of story characters (page 21, teacher's edition).
b. Recognize the author's style (page 21, teacher's edition).
c. Use context clues for word meanings (page 21, teacher's edition).
d. Use *Think-and-Do Book* to accompany *Panoramas*, pages 1, 2, 3, and 4.
e. Use *SRA Reading Laboratory* material and/or "The Controlled Reader"* for reinforcement of skills.

5. Enrich concepts

a. Use supplementary reading of sports material: fiction, biography, newspaper, and magazines.
b. Use appropriate reading rates (use Concomitant Material IVb).
c. Read one book as a group for discussion in depth. See lists for A groups in the English course of study.

NOTE: Under items 4 and 5, not all suggestions need be used. Some may be developed with another story.

C. Sample Unit on Reading the Newspaper

This unit is usable with any class on any reading level. All the basic skills of word attack, comprehension, and interpretation may be applied. The entire unit may fit into any written and oral work. It will probably require two weeks.

Procedures	Techniques
A. Develop locating and organizing skills	Locate general index and specific index. Where will we find the weather report, the sports?
B. Show class how to change rate of reading.	Skim headlines. Glance at first paragraph and subheads. Read the material slowly.

*See page 32 for additional information on "The Conrolled Reader."

Procedures	Techniques
C. Develop critical and evaluative reading.	Read editorials and feature articles. Question the opinions expressed.
D. Teach appreciation of writing.	Notice the reporter's purpose, style, and creation of an attitude.
E. Read to comprehend.	Test on a factual article in the paper.

Bibliography of Recommended Reading Materials

Seventh Grade

Bond, G. L., Clymer, T., and Hoyt, C., Developmental Silent Reading Diagnostic Test. Chicago, Lyons and Carnahan, 1955.

Bond, G. L., and others, *A Call to Adventure*, Classmate Edition. Chicago, Lyons and Carnahan, 1957.

Bond, G. L., and others, *A Call to Adventure*, Regular Edition. Chicago, Lyons and Carnahan, 1957.

Botel, Morton, Holsclaw, Cord, and Cammarota, Gloria, editors, *Interesting Reading Series*. State College, Pennsylvania, Penns Valley Publishers, Inc., 1961

Brewton, J. E., Lemon, B., and Ernst, M., *New Horizons Through Reading and Literature*, Book One. Summit, New Jersey, Laidlaw Brothers, 1962.

Heavey, R., and Stewart, Harriet L., *Teen-Age Tales*, Book C. Boston, D. C. Heath and Company, 1957.

Iverson, W. J., and McCarthy, A. L., *Prose and Poetry Journeys*. Chicago, The L. W. Singer Company, 1963.

Jewett, A., Edman, M., and McKee, P., *Adventure Bound*. Boston, Houghton Mifflin Company, 1961.

Parker, D. H., *SRA Reading Laboratory, IIc* and *IIIb*. Chicago, Science Research Associates, 1961.

Ryan, Nellie F., *Your Reading Guide*, Book One. Chicago, Lyons and Carnahan, 1956.

Eighth Grade

Bailey, M., and Leavell, U. W., *Worlds of People*. New York, American Book Company, 1956.

Bond, G. L., and others, *Deeds of Men*, Regular Edition. Chicago, Lyons and Carnahan, 1957.

Bond, G. L., and others, *Deeds of Men*, Classmate Edition. Chicago, Lyons and Carnahan, 1957.

Brewton, J. E., Lemon, B., and Ernst, M., *New Horizons Through Reading Literature*, Book Two. Summit, New Jersey, Laidlaw Brothers, 1962.

Iverson, W. J., and McCarthy, A. L., *Prose and Poetry Adventures*. Chicago, The L. W. Singer Company, 1963.

Jewett, Arno, and others, *Journeys into America*, Reading for Enjoyment. Boston, Houghton Mifflin Company, 1961.

Kottmeyer, W. A., and others, The Everyreader Series, *Men of Iron*. St. Louis, Webster Publishing Company, 1947.

Parker, D. H., *SRA Reading Laboratory, IIc* and *IIIb*. Chicago, Science Research Associates, 1961.

Ryan, Nellie, *Your Reading Guide*, Book II. Chicago, Lyons and Carnahan, 1956.

Kottmeyer, W. A., and others, The Everyreader Series, *Ivanhoe*. St. Louis, Webster Publishing Company, 1947.

CONCOMITANT MATERIALS

I. Observable Clues to Poor Reading

II. Efficient Reading

III. Causes of Reading Deficiencies

IV. Rate of Reading

- A. How Fast Should a Pupil Read?
- B. Reading at Different Rates

V. Grade Expectancy

VI. Lists of Resource Materials

VII. Secondary Reading Materials Guide

VIII. Suggested Reading List for Teachers

IX. Plan for a Reading Laboratory

CONCOMITANT MATERIALS

I. Observable Clues to Poor Reading

A. Eye movements

1. Regressions
2. Number of fixations
3. Length of fixation
4. Imperfect sweep back

B. Lip and throat movements

1. Whispering
2. Mute articulation
3. Vocalization (muscles of throat and neck)
4. Subvocalization (ask the student)

C. Head movement

D. Finger pointing

E. Position of book

F. Signs of tension

1. Wrinkling forehead
2. Gritting teeth
3. Clenched fists
4. Squirming

G. Signs of low interest

1. Stopping
2. Gazing about
3. Fumbling with book

H. Flipping pages in pretense of reading

II. Efficient Reading

Inefficient Reader	Efficient Reader
1. Reads slowly, 250 words a minute or fewer.	Has a cruising rate of at least 400 to 500 words a minute.
2. Reads all material, of whatever type or difficulty, at an unvarying rate.	Varies rate according to the type of material--goes faster on easier material, on narrative stretches, on paragraphs of supporting details, etc. Suits his speed to what he wants to get out of material.
3. Reads word by word, or, in extreme cases, syllable by syllable.	Reads for ideas, is rarely conscious of individual words. Skims or skips unimportant words, paragraphs, sections, or even whole chapters.
4. Makes many "regressions"--rereads syllables, words, or phrases to assure himself that he has seen and understood them correctly.	Has few, if any, regressions--perception is accurate, fast, dependable, and so nearly unconscious that he concentrates on meaning rather than on separate words.
5. Moves eyes eight to a dozen times or more to cover the average line of print.	Covers the average line of print in three to five eye movements.
6. May "vocalize," i.e., sound words out with his lips, tongue, or vocal cords, or he may be excessively dependent on "inner speech," i.e., on hearing the sounds of the words he is reading.	Reads silently in the literal sense of the word--his lips, tongue, and vocal cords are motionless, and he is far more aware of meaning than of sound.
7. Often gets bogged down in details and subordinate elements at the sacrifice of a clear awareness of salient concepts and important over-all ideas.	Pushes briskly through details to grasp main ideas. Is more interested in the basic thinking that shapes an author's writing than in minor points or background information.
8. Reads passively, sentence after sentence, without any understanding of either the material as a whole or the relationship of the parts.	Reads with aggressive comprehension, thinking along with the author, interpreting the purpose and function of the broad sections of material, searching always for the final and total meaning of any piece of writing.

	Inefficient Reader	Efficient Reader
9.	Concentrates imperfectly. Because he is not deeply and actively involved in what he is reading, he is easily distracted by irrelevant thoughts, by external noises, or by the happenings around him. His retention and recall are poor.	Concentrates immediately and perfectly--becomes so involved with the ideas on a page that he temporarily loses contact with the outside world. Has excellent retention and recall.
10.	Fatigues easily, because reading is--for him--a slow, unrewarding, even a tedious, process. Spends only as much time with books as is absolutely necessary.	Reads for hours at a time without becoming tired. Can--and usually does--complete an entire novel or magazine in a single sitting.

III. Causes of Reading Deficiencies

1. Low intelligence
2. Meager background of experience
3. Poor vocabulary
4. Culturally deprived
5. Incorrect placement in school
6. Defective vision, hearing, and speech
7. Emotional and other personality disturbances
8. Inappropriate and inadequate teaching

IV. Rate of Reading

A. How fast should a pupil read?

There is no rate of speed at which a pupil should be expected to read all types of material. Speed varies with type of material read and purpose in reading it. The rate at which easy material should be read by pupils in various grades has been determined as follows:

Grade	Words Per Minute
3	85 - 100
4	140 - 160
5	175 - 200
6	200 - 225
7	225 - 250
8	250 - 275
9	275 - 350
Adults	Above 350

B. Reading at different rates

All students at all reading levels can increase their reading rate. Their speed will be determined by their purpose.

	Rate	Purpose	Kind of Material
1.	Skimming (Fastest)	To locate information	Dictionary, telephone directory
		To get main idea of what happened next	Newspaper, easy fiction
		To see if you want to read more	Reference materials, technical articles
2.	Rapid reading (Fast)	To get certain details or main ideas	Magazines, newspapers
3.	Study reading (Slow)	To read with maximum understanding	Textbooks, material which must be organized
4.	Reflective reading (Slowest)	To follow directions, to enjoy, to reflect, to read aloud	Instructions, literature, current events

V. Grade Expectancy

It is important that a teacher be familiar with the grade expectancy of pupils. Grade expectancy is the grade level at which a child can be expected to achieve, based upon his chronological age and his I.Q.

To calculate grade expectancy:

1. Divide the pupil's I.Q. by 100.

2. Multiply the result in step 1 by the pupil's chronological age in years. Use the following table to convert months to a decimal part of a year.

Months	1	2	3	4	5	6	7	8	9	10	11	12
Decimal part of year	.1	.2	.3	.3	.4	.5	.6	.7	.8	.8	.9	1.

3. Subtract 5 from the result in step 2. Round the answer off to the nearest tenth of a year.

Example:

A pupil's I.Q. is 90 and his chronological age is 12 years 4 months.

1. 90 ÷ 100 = .90

2. Using the above table 12 years 4 months becomes 12 years plus .3 or 12.3. Then 12.3
   x.90
   11.070

3. Subtract 5 11.07
   5
   6.07

   Since .07 is over .05, round off to 6.1 which is the pupil's grade expectancy or the grade level at which he may be expected to achieve successfully.

VI. Lists of Resource Materials

Grades Seven and Eight

Baker, Nina B., *Simon Bolivar*, The Everyreader Series. St. Louis, Webster Publishing Company, 1947. (Supplementary)

Bond, Guy, and others, A *Call to Adventure* (Classmate Edition) and A *Call to Adventure* (Regular Edition). Chicago, Lyons and Carnahan, 1957. (Text)

Bond, Guy, and others, *Deeds of Men* (Classmate Edition) and *Deeds of Men* (Regular Edition). Chicago, Lyons and Carnahan, 1957. (Text)

Gray, William S., and others, *Panoramas* and *More Panoramas*. Chicago, Scott, Foresman and Company, 1957. (Text)

Gray, William S., and others, *Parades* and *More Parades*. Chicago, Scott, Foresman and Company, 1956. (Text)

Guiller, W. S., and Coleman, J. H., *Reading for Meaning*, Books 4 and 5. Chicago, J. B. Lippincott Company, 1955. (Workbook)

Heavey, Regina, and Stewart, Harriet L., *Teen-Age Tales*, Books A, B, and C. Boston, D. C. Heath and Company, 1957. (Text)

Helmkamp, Ruth, *Phonics We Use*, Book F. Chicago, Lyons and Carnahan, 1957. (Workbook)

Kottmeyer, William, and others, *King Arthur and His Knights*, Junior Everyreader Series. St. Louis, Webster Publishing Company, 1952. (Supplementary)

Kottmeyer, William, and others, *Robin Hood Series*, Junior Everyreader Series. St. Louis, Webster Publishing Company, 1952. (Supplementary)

Leavell, Ullin W., and Caughran, Alex M., *Reading With Purpose*. New York, American Book Company, 1962. (Text)

Orgel, Joseph R., *Reading Comprehension*. New York, Oxford Book Company, 1960.

Leavell, Ullin W., and Caughran, Alex M., *Reading for Significance.* New York, American Book Company, 1962. (Text)

Meighen, Mary, and Pratt, Marjorie, *Phonics We Use,* Book E. Chicago, Lyons and Carnahan, 1957. (Workbook)

Murphy, George E., Miller, Helen R., Murphy, Nell A., *Let's Read,* New Series, Books 3 and 4. New York, Holt, Rinehart and Winston, Inc., 1955. (Text)

Botel, Morton, Holsclaw, Cora, and Cammarota, Gloria, editors, *Interesting Reading Series.* State College, Pennsylvania, Penns Valley Publishers, Inc., 1961. (Supplementary)

Strang, Ruth, and Roberts, R., *Teen-Age Tales,* Books 1, 2, and 3. Boston, D. C. Heath and Company, 1954. (Text)

Workbooks in Reading

Grades 7-12

Baker, William D., *Reading Skills.* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1953.

Twenty-four articles on reading. Each 1000 words long, can be used for speed and information on reading. Answers to tests in teacher's manual.

Cleland, Donald L., Tronsberg, Josephine, and Leiper, Thomson, *Reading Improvement Exercises.* Pittsburgh, The Boxwood Press, 1956.

112 pages of span of perception exercises.

Funk, Wilfrid, *Six Weeks to Words of Power.* New York, Pocket Books, Inc.

A 35¢ paperback with some fine vocabulary drills. Pupils may wish to purchase this.

Gilbert, Doris, *Breaking the Reading Barrier.* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1959.

Excellent material for all phases of reading improvement. Not for good or severely handicapped readers. Geared to those competent with simple material but lacking independence in attack and absorption in meaning.

Gilbert, Doris, *Power and Speed in Reading.* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1956.

Johnson, Eleanor M., *Modern Reading,* Book I. Columbus, Ohio, Charles E. Merrill Books, 1947.

Grades 7-9. More than 40 stories and articles with skill-building exercises in understanding, interpreting, organizing, word analysis, and dictionary skills. Two diagnostic tests for pre- and post-testing.

Lewis, Norman, *How to Read Better and Faster*, Third Edition. New York, Thomas Y. Crowell Company, 1958.

A self-teaching manual with many excellent suggestions. Perception span exercises can be used when pupil has trouble with tachistoscope.

McCall, William A., and Crabbs, Leah, *Standard Test Lessons in Reading*, Book E. New York's Bureau of Publications, Teachers College, Columbia University, 1950.

Approximately 100 short exercises with comprehension checks and indications of the grade score represented by each answer. Practice in rate may be incorporated. Student checks and charts his own progress. Remedial.

Miller, Ward S., *Word Wealth*. New York, Henry Holt and Company, 1958.

Excellent vocabulary exercises. Several pages of material similar to College Board tests.

Gray, William S., Monroe, Marion, and Artley, A. S., *Basic Reading Skills for Junior High School Use*. Chicago, Scott, Foresman and Company.

Gray, William S., Horsman, Gwen, and Monroe, Marion, *Basic Reading Skills for High School Use*, Revised Edition. Chicago, Scott, Foresman and Company, 1958.

Eighteen blocks of exercises in basic interpretative or vocabulary skills. Survey tests. Guidebook with helpful procedures. Begins at 6th grade level.

Reader's Digest Reading Skill Builder, Books 4 and 5, Parts 1 and 2. Pleasantville, New York.

Reader's Digest Advanced Reading Skill Builder, Books 3 and 4. Pleasantville, New York.

Written at 8th grade level. Content and exercise suitable to high school students.

Reader's Digest, Educational Edition. Pleasantville, New York.

Regular monthly edition of the magazine plus a 24-page, bound-in, student guide. Good for practicing speed and vocabulary drills.

Schumacher, M., Schick, G. B., and Schmidt, B., *Design for Good Reading*. New York, Harcourt, Brace and World, Inc., 1962.

Grades 9 through 12. Twenty-six essays of literary quality and student appeal. Practice in speed and comprehension. Forty-one exercises on vocabulary and special skills of understanding. Excellent teacher's manual with specific suggestions and procedures for the effective use of these books.

Smith, Nila, *Be a Better Reader*, Books IV, V, and VI. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1960.

Workbook IV at tenth-grade level develops, maintains, and increases basic reading abilities and study skills in various subject areas. Background information and suggestions for general procedures in teacher's guide.

Witty, Paul, *How to Improve Your Reading*. Chicago, Science Research Associates, 1956.

Fifteen lessons on reading and eighteen articles for reading and testing. Easy material for seniors which can give practice in speed.

"Multiple" Materials

Parker, Don H., Consultant, *SRA Reading Laboratory IIIa* and *IIIb* and *IVa*. Chicago, Science Research Associates, Inc.

Exercises to improve basic skills in rate, power, listening, and note taking. Materials boxed and in sufficient quantity to take care of a group of at least forty. Student works individually beginning at the level where he is most successful and checking his own progress in a student record book.

SRA Reading Laboratory IIIa and *IIIb* have difficulty levels from 3.0 through 12.0. *SRA Reading Laboratory IVa* ranges from 8.0 through 14.0. Gives multilevel, individualized program. Student moves ahead as far as fast as his learning rate and capacity will let him.

Teacher's handbook, provides a day-by-day schedule and detailed instructions for presenting each lesson.

Thurstone, Thelma Gwinn, *Reading for Understanding*. Chicago, Science Research Associates, Inc.

Four thousand paragraphs at 100 difficulty levels (roughly from 3.0 to 13.0). Practice in careful reading and critical thinking. Inferences and logical implications are emphasized; word meaning skills developed. A placement test. Student works independently and evaluates his own progress.

Mechanical Devices

AVR Rateometer. Audio-Visual Research, 531 S. Plymouth Court, Chicago 5, Illinois.

A pacer forces the reader to stay ahead of a bar, shadow, or beam of light. A Rateometer is the type that uses a bar which can be set to move at rates from 140 to 5000 words per minute.

The Controlled Reader. Educational Developmental Laboratories, Huntington, New York.

This is a modified filmstrip projector with a moving slot of light which travels across the screen at speeds from 60 to 1000 words per minute. An adjustment permits the flashing of an entire line of print, if desired. Filmstrip materials are provided at all levels. This machine is portable, easy to operate, and does not require a darkened room.

Keystone Tachistoscope. Keystone View Company.

The tachistoscope (called the Flashmeter) is mounted on the Keystone overhead projector. It flashes words, phrases, and digits at controlled speeds from "open" to 1/100 second. Its purpose is to increase a student's span of recognition and speed of perception. The fact that the operator faces the class is a distinct advantage.

Testing Material

Green, H. A., Jorgensen, A. N., Kelley, V. H., Iowa Silent Reading Test: New Edition. New York, Harcourt, Brace and World, Inc.

Four Forms. Diagnostic for rate, comprehension, directed reading, poetry comprehension, location of information.

Nelson M. J., and Denny, E. C., and Brown, James I., Nelson-Denny Reading Test: Revised Edition, Forms A and B. Boston, Houghton Mifflin Company.

Reveals specific strengths and weaknesses in the key areas of vocabulary, comprehension, and rate. Predictive and screening uses. Percentile norms for grades 9 through 16, plus adult.

Films

For complete information about the films listed here, refer to *Catalog of Audio-Visual Materials*, Pittsburgh Public Schools, and to the most recent "Supplement of Audio-Visual Aids."

Better Reading

Build Your Vocabulary

Do Better on Your Examinations

The English Language: Story of Its Development

How Effective Is Your Reading?

How to Read Newspapers

Improve Your Reading

Reading Improvement: Comprehension Skills

Reading Improvement: Defining the Good Reader

Reading Improvement: Effective Speeds

Reading Improvement: Vocabulary Skills

Reading Improvement: Word Recognition Skills

Word Building in Our Language

Filmstrip

How to Read

The following films are not presently in the Audio-Visual library but are under consideration for adoption. Teachers will be notified either through a special notice or through an audio-visual supplement when these films have become a part of our film library.

Stroud, James B., "High School Reading Training Films." Bureau of Audio-Visual Instruction, Extension Division, State University of Iowa, Iowa City.

Series of 14 films at high school level for training in rate, comprehension, and regression control. Range from 275 to 444 words per minute. 16 mm.

Grade	5	6	7	8	9	10	11	12	College and Adult
Films and Filmstrip	All Pittsburgh audio-visual aids material.					See List of Resource Materials			
					State University of Iowa films				
Textbooks and Magazines	A Call to Adventure Classmate Edition			Teen-Age Tales Books 4, 5, 6			Six Weeks to Word Power		
		A Call to Adventure Regular Edition			Adventures for Today				
			Parades	Deeds of Men Classmate Edition	Deeds of Men Regular Edition	Word Wealth			
				Panoramas		How to Improve Your Reading			
			More Parades		More Panoramas				
	Various editions of Reader's Digest (Skillbuilder's, Student's Regular)								
Workbooks	Reading Improvement Exercises								
	Basic Reading Skills for Junior High School Use					Basic Reading Skills for High School Use			
			Breaking the Reading Barrier						
			Modern Reading, Book I						
					Standard Test Lessons in Reading, Book E				
					Design for Good Reading, Levels I and II				
						Be a Better Reader, Books IV, V, VI			
						Reading Skills			
							Power and Speed in Reading		
Multi-material	Reading for Understanding								
	SRA Reading Laboratory IIIa and IIIb								
				SRA Reading Laboratory IVa					
Machines	Educational Developmental Laboratories, Controlled Reader								
					Tachistoscope				
						Rateometer			
Tests	Developmental Silent Reading Diagnostic Test				Iowa Silent Reading Test				
					Nelson-Denny Reading Test				

VIII. Suggested Reading List for Teachers

Bamman, Henry A., and others, *Reading Instruction in the Secondary School.* New York, Longmans, Green and Company, 1961.

Betts, Emmett A., *Foundation for Reading Instruction.* New York, American Book Company, 1957.

Bond, Guy L., and Bond, Eva, *Developmental Reading in High School.* New York, The Macmillan Company, 1941. (out of print)

Carter, L. J., and McGinnis, Dorothy J., *Teaching Individuals to Read.* Boston, D. C. Heath and Company, 1962.

Dawson, Mildred A., and Bamman, Henry A., *Fundamentals of Basic Reading Instruction.* New York, Longmans, Green and Company, 1959.

DeBoer, John J., and Dallman, Martha, *The Teaching of Reading.* New York, Holt, Rinehart and Winston, 1956.

Developmental Reading, The Handbook for Instructions. Chicago, Psychotechnics, Inc., 1958.

Durrell, Donald D., *Improving Reading Instruction.* New York, World Book Company, 1956.

Gates, A. I., *Improvement of Reading,* revised edition. New York, The Macmillan Company, 1947.

Gray, William S., *On Their Own in Reading.* Chicago, Scott, Foresman and Company, 1960.

Harris, Albert J., *How to Increase Reading Ability.* New York, Longmans, Green and Company, 1961.

Kottmeyer, William, *Teacher's Guide for Remedial Reading.* St. Louis, Webster Publishing Company, 1959.

McKee, Paul, *The Teaching of Reading in the Elementary School.* Boston, Houghton Mifflin Company, 1948.

National Society for the Study of Education, *Reading in the High School and College.* Forty-seventh Yearbook II. Chicago, University of Chicago Press, 1948.

Strang, Ruth, and Bracken, Dorothy K., *Making Better Readers.* Boston, D. C. Heath and Company, 1957.

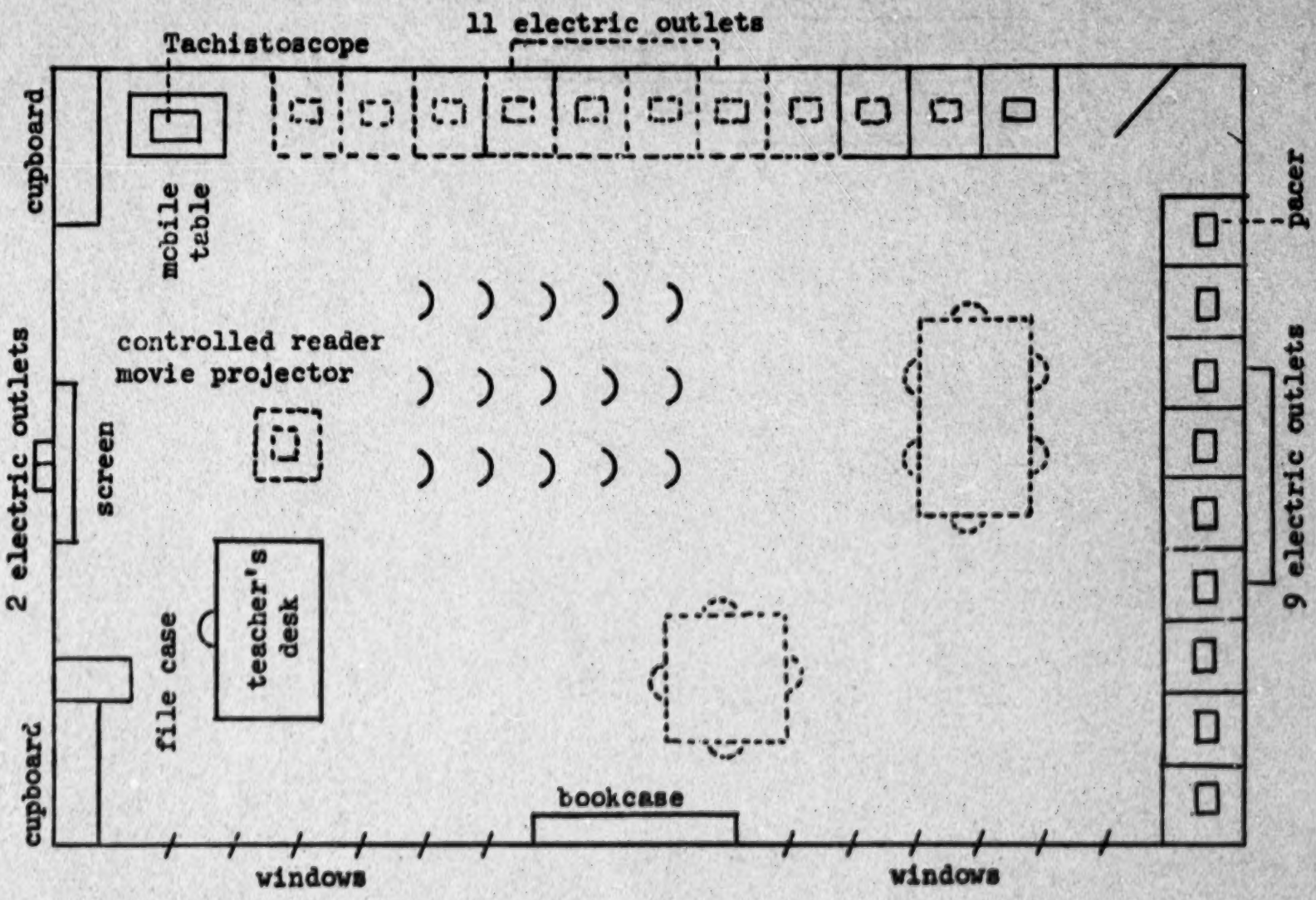
Strang, Ruth, McCullough, Constance, and Traxler, Arthur E., *Improvement of Reading,* 3rd edition. New York, McGraw-Hill Book Company, Inc., 1961.

The Reading Teacher. International Reading Association Publishers, Newark, Delaware.

Witty, Paul, *How to Become a Better Reader*. Chicago, Science Research Associates, Inc., 1953.

Yoakam, Gerald A., *Basal Reading Instruction*. New York, McGraw-Hill Book Company, Inc., 1955.

IX. Plan for a Reading Laboratory



For a class of 35 to 40 the reading laboratory should have the following equipment: (Room 311 at Perry High School and Room 303 at South Hills High School have the materials indicated in solid lines. Those indicated by dotted lines would need to be installed. The underlined items in the list below would have to be installed in those two schools.)

1. Tachistoscope and slides
2. Screen
3. Mobile projection table
4. Twenty pacers (10 in Perry High School and South Hills High School)
5. Twenty booths (12 in Perry High School and South Hills High School)

EFFICIENT READING

Placement in Curriculum

This course in "Efficient Reading" is designed to be a unit of the tenth-grade English program. It should be taught as early in the school year as possible. A six- or seven-week period of daily and extensive work is basic. This does not preclude the possibility of using these procedures in an eleventh-grade situation; nor does it rule out further reinforcement of skills at intervals during the year, if time permits. Ideally, this course should be a semester requirement for all tenth-grade students, distinct from English and carrying a half-unit credit.

Administrative Planning

READING TEACHER: If the school has a reading teacher and a reading laboratory, this course should be scheduled to that teacher.

ENGLISH TEACHER: The English teacher, with or without the help of a reading director or consultant, may have the responsibility for teaching this course.

ANY TEACHER: It is possible, but not recommended, that any teacher may undertake to teach this course.

Aim

The primary aim of this course is to increase mastery of reading skills. Almost inevitably there should follow an expanded interest in and enjoyment of reading for its own sake.

Objectives

More specific goals are:

1. To continue the developmental program
2. To sharpen habits of literacy
3. To help a student become more aware of his reading needs
4. To correct poor reading habits
5. To bring student to the realization that his ability to read can always be improved upon
6. To foster self-evaluation on the part of the student
7. To encourage free reading
8. To develop a mature thinking citizen through efficient reading

Organization of Course	Exposition and Guide
I. Motivation	
A. First week procedures	These should take approximately two days.
1. Set goals	
2. Explain the reading process and rewards of efficient reading.	See *Design for Good Reading*, Schumaker, Schick, and Schmidt, Levels I and II, pages 4-6 *Reading Skills*, Baker, pages 9-10, 13-14, 17-18 *How to Read Better and Faster*, Lewis, pages 51-56 *How to Improve Your Reading*, Witty, Lessons 2, 3
3. Demonstrate the machines - tachistoscope, controlled reader, and pacer.	See Concomitant Materials, VI.
4. Explain assignments of out-of-class reading and writing	Since work on the various reading skills is done in class time, it is good to give many opportunities for further practice and application of these skills.
B. Remaining weeks' reinforcement	
1. Praise any sign of progress.	There is nothing more important in maintaining student interest than the teacher's enthusiasm about the rewards of efficient reading. Every pupil must be made to realize that he can improve. A teacher's praise or a teacher's sympathy and understanding are incentives of inestimable value. Be generous with your comments.
2. Promote self-evaluation on the part of the student.	
a. Pupils' keeping of charts	
b. Teacher's interpreting of results at conference	
I. Testing - For use in conference, prognosis, measurement	
A. Initial procedure	
1. Get any available scores from pupils' records.	This may be done in advance.

Organization of Course	Exposition and Guide
2. Use a diagnostic test with two or more forms, short enough for immediate quick grading.	This should be done the third day. The Iowa Silent Reading Test and/or the Nelson-Denny Reading Test are suggested. See Concomitant Materials, VI. It is good motivation to have each student score his own test.
3. Use pre-tests supplied by SRA Laboratory and/or workbooks.	This should be done the fourth day.
4. Informal testing.	As part of the third- and fourth-day sessions use short paragraphs, and have each student read orally.
B. Evaluation during course	
1. Observe weaknesses.	See Concomitant Materials, I.
2. Inspect progress charts kept by the pupils.	There is a full explanation in the manuals. A poor reader will have a slow unvaried rate and/or low comprehension.
3. Use tests incorporated in the materials.	
C. Final testing	
1. Different form of diagnostic test	
2. Workbook post-test.	
III. Conferences	These should be set up during fourth and fifth days.
A. First week procedures	
1. Make pupil aware of present level of achievement as indicated by tests.	
2. Point out areas of greatest deficiency which should be stressed by the pupil as he works.	

Organization of Course	Exposition and Guide
3. Set individual realistic goals.	
B. Remaining weeks' procedures	
1. Use every opportunity to confer with individuals, with small groups, with the whole class over difficulties.	
2. Check free reading through conferences on written material and/or conversations and discussions based upon this free reading.	
IV. Materials	See descriptions in annotated list of resource material in Concomitant Materials, VI.
A. Essentials of the course	
1. Tachistoscope	
2. Screen	
3. Clock with sweep second hand or a stop watch	A clock at the front of the room, easily seen by all students, frees the teacher for more important work.
4. Materials in <u>one</u> of the following units:	The chart which follows shows the allocation of these materials to the three-track grouping of the English course. Track A should logically have good to superior readers; Track B, good to average readers; Track C, average to poor readers. This will not necessarily be true. There will be weaknesses in students of all tracks and room for improvement in efficiency at all levels.
a. For the SRA Laboratory approach (1) *SRA Laboratory IIIa, IVa* with record book for each student (2) *Reading for Understanding* laboratory OR	
b. For the workbook approach (1) One set (40) of *Be a Better Reader*, Books IV and V (2) One set (40) of *Design for Good Reading*, Levels I and II (3) Ten copies of *Basic Reading Skills for High School Use* (4) A folder for each student OR	Three different approaches have been charted, each based upon the availability of materials. These are not meant to be rigid specifications. The materials are broad enough in scope and content to permit the teacher to select the approach (or combination of approaches) which will use materials at hand and develop procedures according to

Organization of Course	Exposition and Guide
c. For the multimaterial approach (1) One set (40) of *Reading Skills* (2) One set (40) of *Breaking the Reading Barrier* (3) One set (40) of *Be a Better Reader* (4) One set (40) of *Reader's Digest* (Student Edition) (5) One set (40) of *Reader's Digest Reading Skill Builder* edition (6) Ten copies of *Standard Test Lesson in Reading* (7) Ten copies of *Modern Reading* (8) A folder for each student	his preferences and in the light of his own experiences.
5. Teachers' manuals and handbooks	When several teachers use the same materials, each should have his own manual.
B. Supplementary material	
1. Rateometers (10)	Machines are useful for individual (1) and group (2) work on increasing rate with comprehension. They fascinate students.
2. Educational Developmental Laboratories *Controlled Reader*	
3. University of Iowa films	
4. Pittsburgh audio-visual aids films	
5. Any materials in alternate units above	A resourceful teacher can adapt any reading materials in the school to the teaching of the course. Again, ideally, each school should have a reading laboratory with all of the suggested materials available. See Concomitant Materials for complete list for a well-equipped reading laboratory.
6. Test booklets for anthologies used in English course	
7. Teacher's own resource materials	

Suggested Allocation of Essential Materials

	For Track A	For Track B	For Track C
1.	SRA Laboratory approach-- *SRA Laboratory IV* with record book for each student	SRA Laboratory approach-- *SRA Laboratory III* and *IV* *Reading for Understanding* laboratory *SRA Laboratory IV* record book for each student	SRA Laboratory approach-- *SRA Laboratory III* with record book for each student *Reading for Understanding* laboratory
2.	Workbook approach-- One set (40) of *Design for Good Reading*, Level II One set (40) of *Be a Better Reader*, V Folder for each student	Workbook approach-- One set (40) of *Design for Good Reading*, Level I One set (40) of *Be a Better Reader*, IV Folder for each student	Workbook approach-- One set (40) of *Design for Good Reading*, Level I Ten copies of *Basic Reading Skills for High School Use* Folder for each student
3.	Multimaterial approach-- One set (40) of *Breaking the Reading Barrier* One set (40) of *Reading Skills* One set (40) of *Reader's Digest* (student edition) Folder for each student	Multimaterial approach-- One set (40) of *Breaking the Reading Barrier* One set (40) of *Be a Better Reader*, V One set (40) of *Reader's Digest* (student edition) Folder for each student	Multimaterial approach-- One set (40) of *Reader's Digest Reading Skill Builder* edition Ten copies of *Standard Test Lessons in Reading* Ten copies of *Modern Reading* Folder for each student

Machines used in all approaches with all tracks

Organization of Course	Exposition and Guide
V. Use of materials	
A. Skills to be improved	
1. Rate	
a. Skimming b. Rapid reading c. Exploratory reading d. Study reading e. Critical reading f. Analytical reading	Skills are listed in order of decreasing speed. See Concomitant Materials, IV A and B.
g. Adapting rate to content and purpose	This is the true efficiency we hope for.
2. Comprehension	The term <u>comprehension</u> is used here in its broadest sense and includes not only the processes involved in recognition and understanding but also those involved in interpretation and application.
a. Literal comprehension b. Interpretation c. Critical reading and thinking	
d. Application - using or reacting to the meaning	Rate and comprehension go hand in hand. Studies prove that the faster reader is also the better reader. Students are conditioned to the idea that they must make 100% on exercises. Urge the student to improve speed, even though he may lose some comprehension at first. Eighty per cent comprehension is sufficient until the synchronization of skills is established.
3. Vocabulary	Both the *SRA Reading Laboratory* and workbooks have exercises to improve this skill.
4. Reading for enjoyment	The subject matter of the exercises is both varied and keyed to student interest. This skill can be expanded in the literature study of the English course.
B. Approaches	
1. SRA laboratory approach	This is suggested for the teacher who has had little or no experience with the teaching of reading.

Organization of Course	Exposition and Guide
	The teacher's handbooks for the laboratories give excellent day-by-day procedures and invaluable help.
	Units of work are completed by the average class in approximately 40 minutes. Supplemental work for faster students may be provided through the use of the Rateometer and workbooks. The principle of reinforcement demands that the laboratories be used continuously for the basic period of five to six weeks.
	On the days that rate-builders are scheduled, it is recommended that the class start with 10-15 minutes use of the Tachistoscope.
	If any part must be omitted because of lack of time, leave out several listening and note-taking exercises.
2. Workbook approach	This is suggested for teachers who prefer that the whole group work together on the same materials. The teacher must determine the selection of material which will best fit the needs of the class.
	Set up a schedule for using the Rateometers. Each pupil should have a fifteen-minute session as frequently as possible.
	The manuals for the workbooks discuss the most effective use of the material and contain: 1. An explanation of the nature of developmental reading 2. A description of the total program and the testing program 3. Specific suggestions about procedures and how to adapt them to individual needs

Organization of Course	Exposition and Guide
4. Progress tests for pre- and post-testing (not found in *Be a Better Reader*, Smith)	
3. Multimaterial approach	This is for the experienced reading teacher in a reading laboratory or classroom. It requires a knowledge of the entire reading process, a familiarity with the many materials and equipment in the field, and the ability to adapt all these resources to the needs of the students and teacher's own artistry.
VI. Application of skills beyond the reading class activities	
A. Reading library books	Use the library. Have books available in the classroom or laboratory.
1. Have a definite schedule for library visits.	A scheduled library period every two weeks has proved feasible. Some tenth-grade students have never read a book completely through.
2. Be conscious of student's fields of interest.	This is something to discover in conferences with the student.
3. Know the readability of the selections to guide in choice of books.	The librarian is helpful. A good reading teacher is familiar with the books available.
4. Foster a positive rather than a negative attitude toward reading.	Talk about books you have read. Arrange for the Carnegie Library Book Talk service.
5. Attempt to extend and refine tastes.	Help the students make selections.
B. Discussion and/or analysis of books	
1. Use for composition work if English course requires weekly writing.	It is recommended that intensive English writing units should be discontinued during the period of the reading course.

Organization of Course	Exposition and Guide
2. Take advantage of the chance to confer with individuals and help them with problems.	
3. Make students feel that they have a responsibility to read and are being appraised.	Make a definite assignment of a minimum number of books to be read - possibly one per week.
4. Stimulate enthusiasm for reading. a. Teacher recommendation b. Pupil recommendation c. Small group discussion of book the group has read	
C. Practice with newspaper and magazine material	Have such materials available in classroom or laboratory.
D. Use in other subject fields	*Be a Better Reader* workbook has vocabulary exercises geared to other subject areas. Improved reading skills will inevitably help the student in other areas.
E. Written work, if desired	
1. Based upon outside reading	
2. Based upon the subjects treated in the material read during class	
3. Based upon personal reactions to the learning process the student is experiencing	
VII. Measurement	
A. Of the individual	Use the final three or four days for post-testing, progress chart completion, and conferences.
1. For the pupil's satisfaction	

Organization of Course	Exposition and Guide
a. Self-evaluation charts b. Conferences with teacher c. Comparison with other students d. Comparison of pre- and post-test results	
2. Suggested criteria for grading purposes (if necessary)	Ideally, this should be an ungraded program.
a. Work requirements completed	Minimum number of required exercises done and charted in record book or folder
b. Neatness and accuracy of work	
c. Improvement as indicated by pre- and post-test results	The student who makes the greatest advance in <u>score</u> is not necessarily the best. He may have started at the 20th percentile and had 80 percentiles to go. The student who starts at the 90th percentile has only ten to go to reach the top. For him, a five-point advance is excellent. These scores, therefore, should be interpreted relatively and with due caution.
d. Achievement of predicted level e. Credit for free reading	Refer to initial prognosis
B. Of the effectiveness of the course	
1. Analysis of results of pre- and post-testing	Charts and/or graphs are good visual evidence for students, parents, teachers, and principles.
2. Use of the eleventh-grade achievement test results	This follow-up procedure will show attrition of skills.
3. Student evaluation of course	

Organization of Course	Exposition and Guide
a. Conference b. Written	The *SRA Reading Laboratory* provides this for the last day.
4. Statistical treatment of group results	This provides good motivation for future classes and concrete evidence for reluctant administrators. It may be amazing; it should be pleasing; it will be encouraging when appraisal of results shows that something significant has been done for the students by a course in efficient reading.

SPEED, POWER, AND PROFICIENT READING

Course

The senior high school reading course should be called S2P Reading. The letters and figure are to be interpreted as Speed, Power, and Proficient (S2P).

Aim

The aim of the course is to refine all reading skills with emphasis on the acquisition of speed.

Time

It is a semester elective course of five periods a week worth a half unit.

Eligible Students

The course is geared to pupils planning for some type of higher education and who have an average I.Q. and a B average in English. Any pupil without a serious reading deficiency could profit from the course.

Basic Books and Materials

1. At least two sets of workbooks containing easy and hard reading material. Suggestions are

   Baker, *Reading Skills*, and Gilbert, *Power and Speed in Reading*

   OR

   Smith, *Be a Better Reader*, and Schumaker, Schick, Schmidt, *Design for Good Reading*

   OR

   A combination of Baker and Smith or Gilbert and Schumaker, Schick, and Schmidt.

2. *SRA Reading Laboratory IVa* and workbook for each pupil

3. *Reading for Understanding* laboratory

4. Tachistoscope and slides

   OR

   Controlled Reader and filmstrips

5. Screen
6. Pacers (at least 10)
7. Either a wall clock with a sweep second hand or a stop watch for the teacher

Supplementary Books and Materials

1. Cleland, *Reading Improvement Exercises* (5 copies)
2. Funk, *Six Weeks to Words of Power* (10 copies)
3. Gilbert, *Breaking the Reading Barrier* (10 copies)
4. Lewis, *How to Read Better and Faster* (5 copies)
5. Miller, *Word Wealth* (10 copies)
6. Orgel, *Reading Comprehension* (10 copies)
7. Witty, *How to Improve Your Reading* (5 copies)
8. Numerous magazines and fiction books
9. State University of Iowa High School Reading Training Films
10. *SRA Reading Laboratory IIIa or b*

Teaching the Course

I. Introducing S2P Reading

Procedure	Techniques
A. Establish purposes 1. Increase speed without loss of comprehension. 2. Gain power by strengthening present skills of word attack, organization, interpretation, comprehension. 3. Become proficient by combining speed and power.	The teacher will give several brief lectures to help pupils understand how they can gain speed, power, and proficiency. Material for these lectures is in the workbooks and the teacher's manuals. A few are included at the end of this outline.
B. Demonstrate the machines	See Concomitant Materials, VI for description of machines.

Procedure	Techniques
C. Obtain information about pupils to be able to predict success in the course.	Use permanent record cards.
1. I. Q.	
2. Previous reading rates	The teacher should record subtest scores of Iowa Silent Reading test.
3. Any College Board or Scholastic Aptitude Test (SAT) scores	
4. Immediate rate and potential	Give timed reading test on a short, fairly easy article. Tell pupils to read at usual speed. Record results: rate and comprehension.
	Give a second test, similar to the first. Instruct pupils to read as rapidly as possible. The rate on this test will give a clue to what the pupil can do. (Chapter 2 in *Be a Better Reader*)
5. Pupil's personal diagnosis	Pupils should write an analysis of their reading habits. See *Power and Speed in Reading*, page 10; *Reading Skills*, page 7; and Chart of efficient reading (Concomitant Materials II).
D. Survey all the reading materials to be used during the course.	This will be the first lesson in skimming. Pass out all the workbooks and supplementary materials. Call attention to the variety of materials they will use to gain speed, power, and proficiency in reading.
II. Using books and materials	
A. Workbooks	
1. Increase speed.	Alternate hard and easy material. Follow the instructions in the workbook very carefully. Consult the teacher's manual regularly. Teach pupils how to estimate number of words in the material read, to determine words per

Procedure	Techniques
	minute (WPM) read, and effective rate (ER) as calculated in *Power and Speed in Reading*. Have each pupil keep a graph of his scores.
2. Improve organization skills.	All the workbooks have sections on developing these skills. Read, discuss, and lecture.
3. Review word attack skills.	
4. Increase vocabulary.	
5. Develop study habits.	
6. Add depth to interpretative skills.	*Be a Better Reader* and *Reading Skills* have good material.
B. *SRA Reading Laboratory IVa and Reading for Understanding*	*SRA Reading Laboratory* should be used for at least three weeks. (If there has been no laboratory work in the school, spend more time.) Follow the handbook carefully. A IIIa or IIIb laboratory will be helpful for slow readers until they gain speed.
1. Build all skills listed under IIA.	
2. Develop listening and note-taking skills.	Teach the unit in teacher's handbook exactly as planned.
3. Concentrate on improvement of comprehension.	*Reading for Understanding* laboratory furnishes intensive practice. Use for twenty minutes a day, two or three days a week.
C. Mechanical devices to improve reading	
1. Tachistoscope	Follow the manual. Use for about ten minutes every day. Watch the pupils as they respond.
2. Pacers	Schedule pupils for a fifteen-minute session as often as possible.
	Watch them read with these during conferences.

Procedure	Techniques
3. Controlled Reader	Watch for vocalizations. Use two or three times a week.
4. Films	Instruct pupils to focus attention on the material, not on word grouping, to relax and make no effort to go back.
D. Other materials	
1. Orgel, *Reading Comprehension*	Let pupils who are preparing for College Boards work with these. It is helpful to have class discussion on the answers.
2. *Word Wealth*	This is another good book for College Board preparation.
3. Magazines	Use in a variety of ways for speed, skimming, or interpretation.
4. Easy novels, especially mysteries	Read for speed. Give pupils a free reading day about once a month. Have them read five minutes at a regular pace. Stop and count pages. Read another five minutes at a faster pace. Check pages again.
III. Developing speed, power, and proficiency	
A. Vary material and daily procedures	
1. Give practice in "shifting gears."	Pupils need to give up the word by word reading habit as rapidly as possible. Force them to read easy material in a set time. When they practice with the pacer, it should be set for a faster rate than tested. The difficult material cannot be read at this pace. Pupils <u>must</u> learn to "shift" reading rate.

Procedure	Techniques
2. Improve preception with drills. a. Word recognition b. Perception span	There are numerous drills in the workbooks. Pupils develop speed and comprehension if all drills are timed. Repeat a drill a week later. Do not be concerned about memorizing or cheating. They are looking at words and phrases which will appear eventually in reading material.
3. Increase comprehension. a. Find the meaning exercises b. Vocabulary drills c. *Reading for Understanding* exercises	Workbook exercises are carefully planned. Use them for only parts of a period.
4. Develop alertness with a fast-moving, varied lesson plan.	
B. Schedule conferences with pupils	During the first conference try to predict what the pupil will be reading at the end of the course. Watch pupils read. See Concomitant Materials I.
1. During the first week	
2. At the end of the first report period	During the second conference question them about their problems of response to tachistoscope drills, comprehension with hard material, and vocabulary.
3. Sometime during the last month	Check over-all progress in last conference.
C. Expect pupils to do a lot of outside reading.	Check reading by 1. Weekly critiques of a book read 2. Recording on an individual chart 3. Weekly discussion of the week's reading 4. Record of book with a brief statement on a 3 x 5 card to be filed.

Procedure	Techniques
	(This could be the beginning of a lifetime plan for keeping a book record.)
D. Evaluate at the end of the course	
1. Testing	Administer a form of the Iowa test not used in the 11th grade.
2. Pupils	Have pupils write an evaluation and/or check again the material used at beginning of the course.
E. An enthusiastic teacher discovers countless ways to develop speed, power, and proficiency.	

Subjects for Lectures in S2P Reading

These are only suggestions of twelve possible lectures. (Included are six skeleton outlines which the teacher should develop. There is no definite time to give the lectures. Sometimes the class discussion reveals the need for them.)

Subjects

1. A good reader
2. Reading methods
3. Survey or skim reading
4. Reading or study habits
5. Test taking
6. Structural reading
7. Potentials of increasing speed
8. How do we read?
9. What do my eyes do?
10. How can I stop inner vocalization?
11. Concentration
12. Vocabulary improvement

Lecture Suggestions

I. Picture of a good reader

A. Has a definite purpose for reading

B. Can adjust his speed of reading

C. Has the ability to give almost complete attention

D. Is confident he is a good reader

E. Thinks in an orderly manner

F. Can live with his own prejudices and willingly studies other ideas

G. Uses skillfully several reading methods

II. Reading methods to suit purpose

A. Survey or skim

B. Basic comprehension - reader attempts to answer, "What does it say?"

C. Analytical - reader looks for meaning

D. Appreciative - adds enjoyment to basic and analytical comprehension (Speed does not have a place here.)

E. Recreational - reading to pass time

F. Combination of methods

III. Survey on skim reading

A. Skim or skip rapidly to locate a specific answer, a telephone number, or dictionary definition.

B. Skim for the main idea or to find "What happened next" in easy material in a newspaper, magazine, novel.

C. Survey to get an overview of the material and ask questions of study material which must be organized.

1. Notice the signposts.
2. Don't stop to read all the words.
3. Concentrate.

IV. Develop some reading or study habits

A. Practice reading in the same place at the same time every day.

B. Make this place a "good" place, free of distractions. Eliminate noises, eating, "doodling," and communication with friends and family.

C. Sit in a comfortable chair at a desk or table. (Don't become too comfortable.)

V. Test taking

A. Follow directions - ask questions before test starts.

B. Sit properly - good posture is conducive to efficient reading and writing answers.

C. Don't puzzle. Do easy questions; go back if there is time.

D. When in doubt, give your first answer (educated guess).

VI. Structural reading or looking for the signposts

A. Observe the structure.

1. Title
2. Introductory and concluding paragraphs
3. Topic sentences or ideas

B. Watch for the signposts.

1. Key words or phrases
2. Transitional words, phrases, sentences
3. Outline devices - numbers or letters
4. Paragraphs
5. Bold type, italics, capitals
6. Pictures, graphs

A Typical Week in S2P Reading

This is planned for use of Baker, *Reading Skills*; Gilbert, *Power and Speed in Reading*; *Reading for Understanding* laboratory; *SRA Reading Laboratory IVa*; tachistoscope; and ten Rateometers. It could be the eleventh week. Most pupils will have developed some speed in reading.

Monday — Tachistoscope drill, *SRA Reading Laboratory* work on power builders. Ten pupils will work with the Rateometers and will be excused from the *SRA Reading Laboratory* lesson. Pupils who complete the *SRA Reading Laboratory* work may use the *Reading for Understanding* laboratory.

Tuesday — Gilbert, *Power and Speed in Reading*, Exercises 32 and 33, on speed of interpretation. Review word study in *Power and Speed in Reading*, pages 113-115. Give Test 6 in *Reading Skills*. Record scores on individual graphs.

Wednesday — Tachistoscope; *SRA Reading Laboratory*, Listening Skill 2; Exercise 14 in *Reading Skills*. Ten pupils will work with Rateometers (these pupils will be excused from the work in *Reading Skills*).

Thursday — Study and catch-up day. Make-up tests. Ten pupils use the Rateometers. Work on outline in *Power and Speed in Reading*, Test 6, on pages 120 and 121. Conferences. Free reading. *Reading for Understanding* laboratory.

Friday — Tachistoscope. *Reading Skills*, Exercise 15. Read from magazines to practice skimming and speed OR discuss books read during the week.

A Typical Day in S2P Reading

This is planned for use of Baker, *Reading Skills*, and Gilbert, *Power and Speed in Reading*. It would probably occur during the fourth week.

Time	Activity
10	Tachistoscope drills on digits - Slides 3, 4, 4A; phrases - Slide 35
5	Speed of perception drills in *Power and Speed of Reading*, pages 31, 32, and 33
15 (This provides for 150 WPM readers)	Speed read Chapter 6 on skimming - *Reading Skills*, page 21. Take test, check answers, record scores (rate and comprehension) on individual chart, and turn in paper.
10	Talk about skimming OR do exercise in *Reading Skills* - page 23 on skimming OR do both.